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CONDUCTING FSA MEETINGS

THAT LEAD TO ACTION

GUIDE AND SOURCE BOOK

HOW TO PREPARE FOR A MEETING

I. Determine Objectives

Formulate objectives.
Determine method to accomplish objectives.

II. Develop Plans

Select group to attend.
Check availability of individuals.
Set date, time, and place.
Prepare leader's plan.

III. Announce Meeting

Plan type of notice
Determine materials necessary.
Prepare and issue notice and materials.
Make assignments.

IV. Arrange Place and Materials

Have equipment and materials ready.
Arrange seating, light, and ventilation.

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ACKNOWLEDGMENT:-

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F O R E W A R D

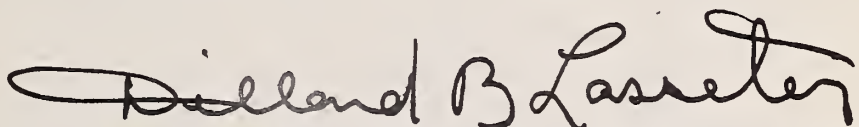
The nature of our work requires that we hold a great many meetings - meetings where groups of farmers, FSA employees, committeemen, community leaders, and others cooperate in planning, developing and administering various phases of our farm program. We want action to result from every meeting we hold in FSA.

Some of our meetings move along more smoothly and effectively than others. There are reasons for this.

This Guide and Source Book, sponsored by the Farm Security Administration, Personnel Division, has been prepared to help all of us who plan and conduct meetings. It contains many helpful suggestions taken from the experience of employees in FSA and the Department of Agriculture.

It is recommended that this book be used as a basis for conducting a series of training meetings. These meetings will help demonstrate the suggestions presented in the Guide and Source Book and it is felt that they will provide an opportunity for constructive discussion.

If we can improve the effectiveness of the many meetings we hold, it is clear that much good will be derived from our efforts.




Administrator, Farm Security Administration

U. S. Department of Agriculture
Farm Security Administration
Personnel Division - Training Section

AUG 19 1946

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HOW TO PREPARE FOR A MEETING

I. Determine Objectives

1. Formulate objectives

a. List general objective.

(What do I plan to accomplish on the whole program over a long period of time?) _____

b. List immediate objectives.

(What specific things do I propose to accomplish by this particular meeting that would contribute toward my general objective?) _____

c. List objective of the group.

(What will I present as the objective of the meeting from the viewpoint of the group?) _____

2. Determine method to accomplish objective

<p>Informational</p> <p>CONTRIBUTION OF THE LEADER</p>	<p>Instructional</p> <p>CONTRIBUTION OF THE GROUP</p>	<p>Conference</p>
<p>Leader makes most of the contributions to the subject and gives out most of the information. Example: Prepared lecture or talk on "Plant Composition and Soils."</p>	<p>Contributions by the leader and the group about 50-50. Leader not only "tells" but teaches the person to do something that is new to him. Example: Teaching a group to make a Personnel Separation Register.</p>	<p>Group makes most of the contributions to the subject. Leader develops thinking; guides discussion; helps group exercise judgment. Example: A discussion of the question "How Shall We Develop Standards of Performance"</p>
<p><u>Use it to -</u> Present a body of new information. Give background and appreciation.</p>	<p><u>Use it to -</u> Explain procedure. Show operations. Develop new skills, habits and attitudes.</p>	<p><u>Use it to -</u> Get ideas. Solve problems. Exchange opinions. Formulate programs. Develop policy and procedure.</p>
<p><u>Key points</u> Especially useful for large groups. When speaker has special or technical information and group has basic information only. Charts, pictures, and other visual aids are especially helpful here.</p>	<p><u>Key points</u> This method is more successful if the group is held to less than 30 participants. Break down the job, using adaptation of four J.I.T. steps. Don't forget to allow time for practice.</p>	<p><u>Key points</u> Conference groups should range in size from about 4 to not more than 30. Participants should have knowledge and experience which will help them contribute to the subject.</p>



Develop Plans

II. Develop Plans

1. Select group to attend

Invite no more to come than are needed to accomplish the objectives of the meeting.

Experience has shown that for planning and for development of ideas, the group should include not less than four or more than thirty members.

When decisions are to be made, the people who come should have the authority to make these decisions and be prepared to make them.

Each member selected should have something to contribute to or gain from the meeting.

2. Check availability of individuals

Check both before calling the meeting and immediately preceding it. "Assuming" that certain individuals will be there is a frequent cause of conflicts, poor substitutions, delay, and of disturbing rearrangement of schedules. A last minute check serves as a reminder and pays dividends for the little time required to make such a check. Last minute shifts invariably occur. These will not completely upset your meeting if possible substitutes are considered when your meeting is being planned.

2. Set date, time, and place

When choosing date, did you consider -

- Slack seasons?
- Bus and train schedules?
- Timeliness?
- Traffic situation?
- Weather?
- Tradition?
- Week-end travel?
- Urgency?(deadline)
- Relationship to holidays?
- Relationship to other programs?

When setting time, did you consider -

- How to avoid breaking into lunch periods?
- Allowing time for people to return to their rooms before official closing time to receive mail, phone calls, messages, etc.?
- How to avoid heavy evening sessions?
- Holding breakfast, luncheon, and evening sessions?
- Spacing, to allow for study and practice when the meeting is to develop skills and techniques?

When choosing a place, did you consider -

- What the place will contribute to the accomplishment of the objectives of the meeting?
- Costs? (time and travel expense)
- Accessibility to the greatest number?
- Facilities? (sufficient space, seating, tables, cleanliness)
- Related educational and psychological values? (advantages of seeing how another office is managed, fellowship, appreciation, etc.)

For meetings to be held in a series, setting a regular time, place, and date has these advantages:

- Eliminates necessity for notifying individuals a second time.
- Permits individuals to avoid conflicts with other schedules.
- Eliminates chances for misunderstandings and delays.

4. Prepare leader's plan

Some of the meetings we hold are informational, some instructional, and some a combination of these. However, most of our meetings are of the type where the conference or discussion method is used. The method or methods you choose will determine to a great extent how you outline your programs and allot your time.

In the informational type of meeting, time should be allotted for the use of visual aids and other means for making a clear presentation.

Where the instructional method is used, definite time is allowed for group practice to attain the skill or habit that you desire.

In the conference type of meeting, be careful not to skimp on the time allotted for summarizing. The leader of a successful conference relies heavily on the outline placed on the table before him. Prepared blackboard headings, probable questions and responses are a part of this guide sheet.

Flexibility in the outline or meeting plan will permit the inclusion of any new ideas that may be brought out during the discussion. A well-prepared outline adheres to the general subject and yet allows time for participants to contribute.

Knowing where you ought to be at a given time helps you make necessary allowances if your planned schedule is disrupted. Set opposite each subject your best estimate as to the amount of time it should require.

Two hours is generally considered the maximum time that any meeting should be held without a rest period.

Allow enough time to cover your outline.

Follow your time-table to make sure you will start and finish on time.



Announce Meeting

III. Announce Meeting

1. Plan type of notice

The purpose of the usual "notice of a meeting" is to inform or remind the participants of the following:

- Objective and subject
- Date, time, and place
- Who should attend
- Who is calling the meeting.

In a conference where plans are to be developed or decisions made, the participants may need something more than the usual "notice." The purpose of a notice for this type of meeting may be to assign topics, clarify the subject, give background information, stimulate interest, or insure attendance and participation.

In addition to what has already been mentioned, this type of notice might include the following:

- Statement of the purpose of the meeting.
- List of those attending.
- Questions or subjects to be discussed.
- Time allotments.
- Specific contribution to be made by the participants.
(See sample notice of meetings, page 30.)

The ideal announcement is one which is both oral and written. Oral first to stimulate interest and emphasize importance, followed by a written notice to serve as a reminder and reference to the person invited. This also assures that all desired persons are invited.

2. Determine Materials Necessary

Consider sending the following:

- Copies of material to be discussed.
- Digest of regular or special reports.
- Figures. (price lists, dimensions, statistical tables, graphs, etc.)
- Background material (minutes of former meeting, suggested procedure, etc.)
- Organizational or functional flow charts.
- Outline of topics to be discussed.
- Sample forms, reports, records, or check lists.
- Books, pamphlets, documents, and manuals.

3. Prepare and issue notice and materials

In preparing notice and materials to send out, check to see that they are -

- Correct. (spelling, dates, names, place, and time)
- Direct and to the point.
- Readily understood.
- Easy to read and well arranged.

Issue notice sufficiently in advance.

If a written notice is accompanied by materials, it is usually helpful to send notice one or two weeks in advance.

MAKE SURE YOU HAVE INDICATED WHAT THE RECEIVER IS TO DO WITH THE MATERIALS WHEN HE RECEIVES THEM!

4. Make assignments

A few typical assignments you may want to make:

Arrange for someone to -

- Make special reports.
- Invite a specialist in the line of work to be considered.
- Prepare and send out notices or announcements.
- Receive telephone calls and other messages for members during the meeting.
- Take minutes of the meeting.
- See that messenger service is available.

- Usher.
- Provide directions on getting to the meeting place, transportation, maps, etc.
- Provide information on hotels, eating places, and other conveniences.
- Report meeting to the press.

Do the individuals given assignments have a clear understanding of the part they are to play?

Does each know how much time he is allotted?

Does he know the purpose of his contribution and its relationship to other phases of the meeting?



Arrange Place and Materials

IV. Arrange Place and Materials

1. Have equipment and materials ready

Do you have your -

- ☐ Charts ready?
- ☐ Case studies prepared?
- ☐ Check sheets ready to be distributed in sufficient quantities?
- ☐ Demonstration materials?
- ☐ Special materials to be used?
- ☐ Films previewed and a plan made for their use?

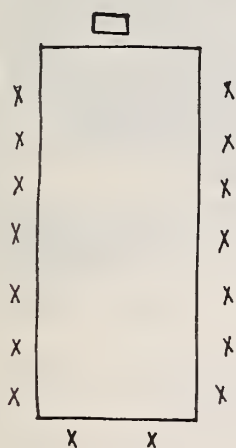
- ☐ Blackboard or chart paper available?
- ☐ Ash trays provided if smoking is permissible?
- ☐ Chalk, crayon, scotch tape, thumb tacks, erasers, paper, pencils, etc., on hand?
- ☐ Tables provided?
- ☐ Sufficient number of chairs on hand?
- ☐ Maps prepared?
- ☐ Outlines, booklets, display boards?

2. Arrange seating, light, and ventilation

In Washington, all arrangements for rooms should be made through the Division of Service Operations, Extension 2731. Extra chairs, tables, blackboards, light bulbs, and repairs may be obtained from this same source. At least a week's notice should be given when making arrangements for a room.

Suggested Seating Arrangements

Seat the members so that they can see the faces of the people as they participate.



Good

(Especially good for conference method
Stimulates interest and discussion;
promotes fellowship; helps leader
control; all can see and hear.)



Poor

(Except for some types of
informational meetings.
Members do not face each
other; more difficult to
hear and see; permits
side conversations.)

Have you made sure that -

There is sufficient light to eliminate eyestrain?
The group does not face the light?
Glare has been eliminated?

Have you remembered -

Not to overcrowd a room?
To select a larger room in the summer and use fans?
That air circulation can cool a room?
To seat people with sufficient spacing to allow for
free circulation of air - especially in hot weather?
To heat room in advance during cold weather?
To make sure fresh air is always coming into the room and
that the air is circulating - especially when smoking is
allowed, or when a motion picture is being shown?
To keep room temperature at about 70°?



I. Open the Meeting

Put group at ease

Use these:

Be at ease yourself.
Make brief comment.
Tell appropriate story.
Relate a current event.
Use low, well-modulated voice.
Recognize and introduce new people and visitors.

2. State objectives and explain plan

A clear statement of objectives is a compass which guides the course of the meeting.

A statement of the over-all objective followed by a statement of the immediate objectives of the meeting is the best method of showing why the meeting was called and what the group hopes to accomplish.

In some meetings, this is the spot for brief background statements, minutes, or special reports to bring all members of the group up-to-date.

The attention and confidence of the group may be obtained by explaining the order and plan to be followed in your meeting. In the conference type of meeting this may be decided by the group.

Here are a few questions that you and the group may want answered at the opening of the meeting:

- ☐ Will someone take the minutes of the meeting?
- ☐ About how long will the meeting last?
- ☐ Will there be a recess? When? Will we meet in the same room?
- ☐ Should the participants take notes?
- ☐ Will they be expected to discuss certain questions?
- ☐ Should they ask questions? When?
- ☐ Will there be special speakers?
- ☐ Will the group break up into committees?
- ☐ Will individual assignments be made?
- ☐ Will there be a summary of the meeting later on?
- ☐ Will mimeographed summaries be made available?

3. Arouse interest

Show evidence of friendly attitude toward group.

Show need and desire for their thinking and cooperation.

Associate objectives and subject matter with experience of the group.

Capitalize on present interests.
Show value and benefits to them personally.
Use friendly competition.
Challenge ingenuity.
Make it visual - stories, charts, blackboard work, examples, etc.

(Start on Time)

A regular meeting time and place helps. Be there yourself 15 minutes early. Have something important happen at the beginning. Get the reputation of not waiting. Being on time is partly pure habit.



***Present or get
Facts and Ideas***

II. Present or Get Facts and Ideas

1. Make sure facts are clearly presented

Keep in mind, and assist the group to -

- Remember that clear thinking precedes clear expression.
- Present or explain one idea completely before going on to the next one.
- Show relationships between ideas.
- Subordinate less important ideas.
- Adapt language to the vocabulary of the group.
- Use words that exactly express the thought.
- Present ideas in the most effective order - put important ideas first.
- Get the facts on the blackboard.

(See "Additional Aids" page 20, for outline)

2. Stimulate and direct discussion

(See pages 18-29 on "Effective Aids to Understanding.")

The question is a valuable means of getting ideas and facts from the group. Here are a few that may be used to stimulate discussion and avoid the shop-worn "What-do-you-think-Mr. Jones?" type of question. Notice that none of these can be answered with a "yes" or "no."

- HOW would you do it in your State?
- WHERE would you go to get this information?
- WHAT evidence do we have that this is true?
- GIVE us an example of what you mean, Mr. Jones?
- If this is true, WHAT shall we do with the other statement?
- WHEN shall we put this into effect?
- WHO is concerned most in your Region?
- HOW would Mr. Smith's ideas work in this situation?
- WHY is it necessary to do these two things?

How to Spoil a Conference

- Set yourself up as an authority or expert, and take it upon yourself to answer questions, give advice and dominate the thinking.
- Tell a member of the group that he is wrong.
- Tell the members of the group that they must do something.
- Use distracting mannerisms. (pull ear, etc.)
- Be over-serious.
- Be condescending, pompous, or sarcastic.
- Let someone monopolize the discussion.
- Allow the group to waste time giving guesses about matters of fact.
- Say "Don't you think?" instead of "Do you think?"
- Argue or lose your temper.
- Ridicule.
- Take sides.
- Talk too much instead of asking questions.
- Violate confidences.
- Use profanity or tell questionable stories.
- Twist a member's statement.

(See pages 25-28, "Handling Group and Individual Situations.")

3. Keep discussion moving on subject

Writing on the board, restating the objectives, making statements, and asking questions help to avoid "wool gathering."

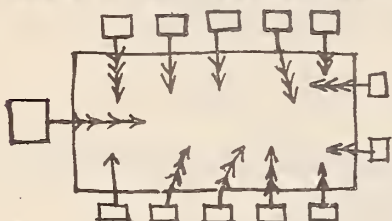
When questions raised are not pertinent, acknowledge the contribution and go on, or appoint someone to study the questions and report back. Either of these will avoid hurting anyone's feelings or giving the impression that "steam roller" tactics are being used. Remember, the meeting was called for a specific purpose. When that purpose is accomplished the meeting should end.

4. Encourage the thinking of everyone in the group

Participants were invited because they could contribute to the meeting. When you allow one or two people to dominate the discussion, you often shut off other valuable contributions. Make or have someone make a participation chart of one of your meetings. This will help you see how well you succeeded in getting participation. It also will help you, as a leader, to see where you might have failed or succeeded in controlling lecturing, etc.

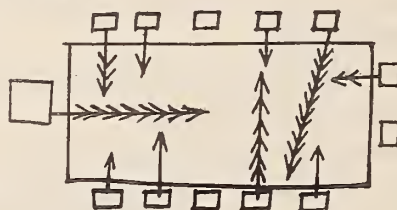
Meeting Participation Chart

(Each barb on an arrow indicates a contribution by a member to the topic of the meeting.)



Good

Barbs show uniform participation.

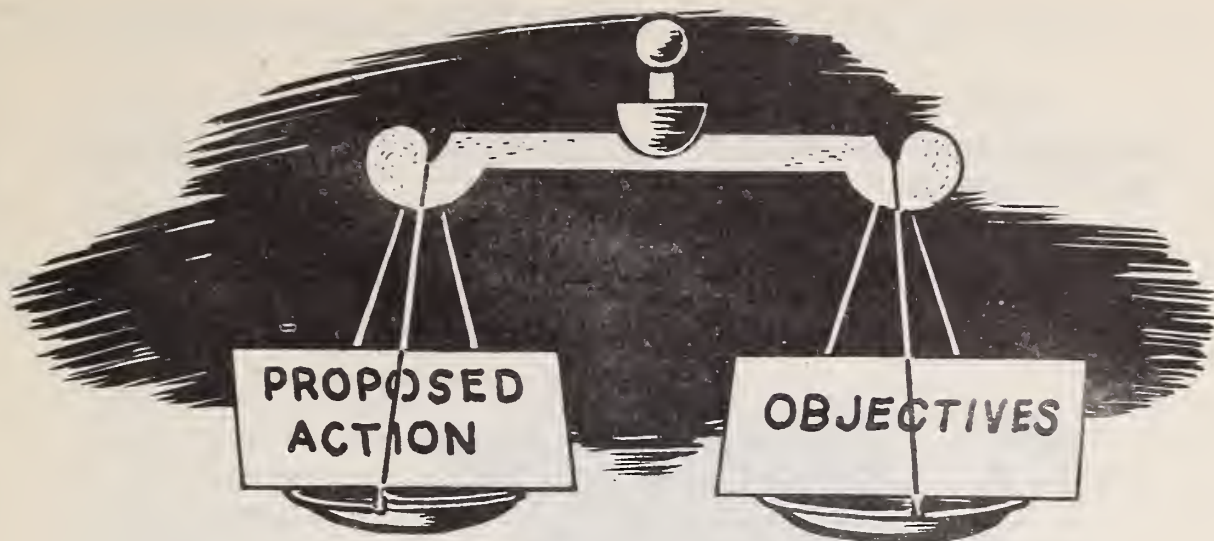


Poor

Barbs show "spotty" participation.

(Use the Blackboard)

The blackboard is the most useful visual aid available to the leader. It strengthens the spoken word, controls discussion, speeds up learning and helps the listener remember more for a longer period of time.



III. Weigh Facts and Ideas

1. Help group weigh and analyze ideas

Facts and ideas usually need to be screened, boiled down, adapted, or otherwise evaluated. Condense ideas into short statements. Weigh proposed action against objectives. An outline to guide the group in this process has been prepared and may be found on page 29. (If your objective is merely to give information, there will be little need for weighing facts through group discussion.)

2. Get group acceptance or agreement

It is frequently easier to give the answers yourself than to draw them from the group. But the leader who answers all the questions robs his group of initiative and frequently does not hold their interest nor have their support when decisions are reached.

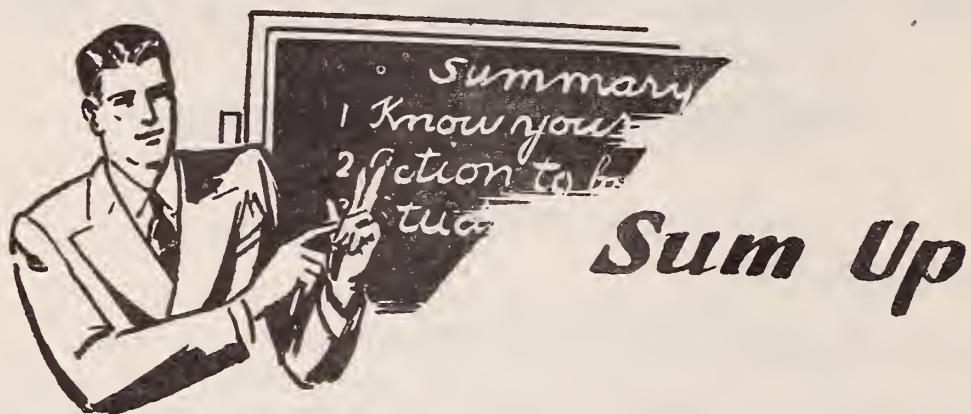
The blackboard is one of the best aids for lining up the facts to be weighed by the group. The objectives of the meeting also can be placed on the blackboard for the purpose of testing the answers. This helps to keep the "weighing" process on the beam.

3. Summarize frequently

"Let's see where we are now" or some similar statement helps the group tie back to what they originally started out to do. "Sharpen focus" at frequent intervals during the discussion by the use of questions.

(Avoid Experting)

Keep yourself in contact with the group. Avoid "talking down" to them.



IV. Sum Up

"Too many meetings get nowhere fast" is a frequent charge. This charge can be overcome in part by providing for a summary of accomplishments at the close of the meeting. When the time allotments are being made in the planning state of the meeting, fifteen minutes or more should be reserved for this closing summary. It is often effective to make the summary on the blackboard and have someone record it for future reference.

1. Summarize agreements or conclusions

Some meetings are not called for the purpose of making specific decisions. More often, decisions are necessary and important, but just what is decided at our meetings is not always made plain. Some chairmen find it a successful practice to select an individual in advance to make the summary or to guide the group in summarizing the meeting. The chairman is usually held responsible for guiding the group in this "nailing down" process and for getting down in "cold print" the agreements and conclusions reached.

2. Indicate action needed or action to be taken

"Well, what are we going to do about it?" or "Where do we go from here?" are questions which further the "nailing down" process. Here, again, the chairman is responsible for getting the group to indicate what action is needed or can be taken.

3. Make follow-up assignments

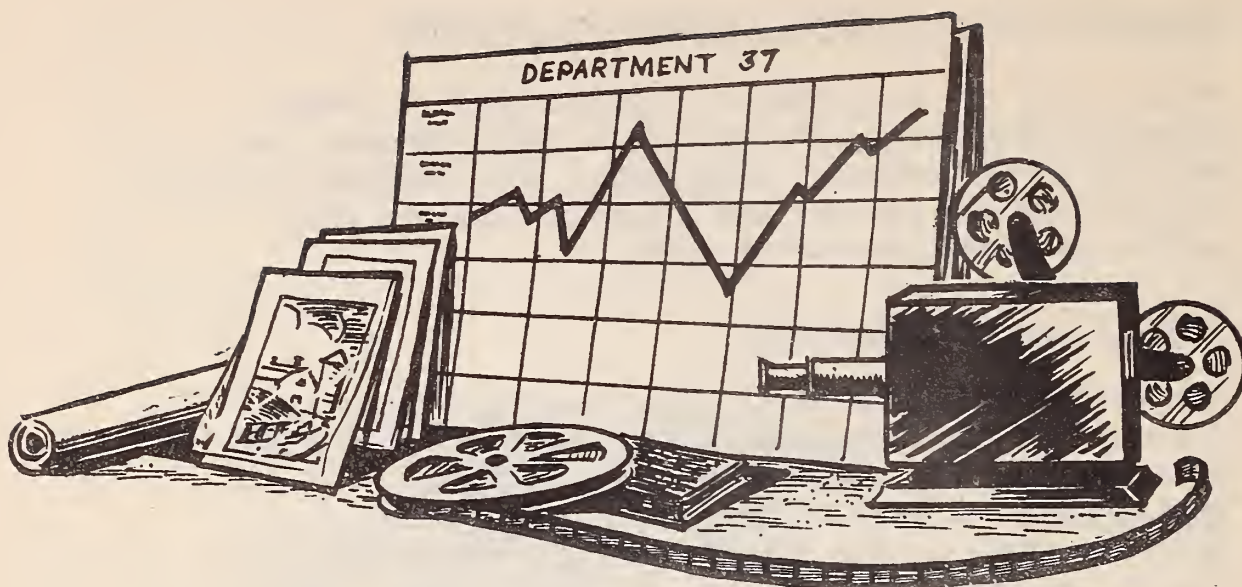
The answer to who is to do what about something is important to the participants and to working committees that may be appointed. Write down the assignments. A written assignment helps recall specific items in the assignment and gives those in charge something against which they may later check.

Here are a few sample follow-up assignments:

- Appoint a committee for further study of a question.
- Request special reports from individuals.
- Write up, distribute, and file minutes.
- Report the meeting to the public press.
- Inform members who were not there of action taken by the group.
- Assign responsibility for further meetings.

(Close on Time)

Bring down the curtain at the appointed hour. Participants may have associates waiting for them or they may have other meetings, and other obligations. If all or part of the group wish, there should be no objection to continuing the discussion. However, it is a good rule to close the meeting first, to allow those who must leave, an opportunity to do so without embarrassment. Important, unfinished business can usually be recorded and assigned to another meeting.



A D D I T I O N A L A I D S

EFFECTIVE AIDS TO UNDERSTANDING

Here are a few aids to make the subject easier to understand or more interesting, and to promote the kind of thinking that will help you accomplish your objectives:

<p>1. Charts (Organization, picture, and graphic)</p>	<p>To direct thinking, clarify a specific point, summarize, show trends, relationships and comparisons. Information charts or tabulations are usually better if prepared in advance to make sure that all points are correctly covered. <u>Progressive charts developed by the group</u> have the advantages of stimulating group pride and participation.</p>
<p>2. Case studies and examples</p>	<p>The case study brings together for specific situations the principles, practices, and procedures which are being explained, interpreted or formulated by the group. For instance, when explaining personnel procedures, it is much easier to visualize if you "take the case of Mr. _____, etc."</p>

3. Illustrations, diagrams, and maps	To clarify a point, emphasize trends, get attention, and show relationships or differences.
4. Motion pictures	To show motion, give over-all view or impression or show actual operation.
5. Film strips or slides	Same as for motion pictures. They are especially helpful when motion is not required or desirable. Are not expensive and can be studied as still pictures.
6. Samples or specimens	To show real object.
7. Models	<u>Small scale.</u> To permit showing an operation without using large quantities of material, to make a large operation visible, or to show a project to be completed. <u>Large scale.</u> To make an object large enough to permit handling or to identify small parts.
8. Exhibits	To show finished products, the results of good and poor practices, attract attention, arouse and hold interest, and adequately display one idea. (Use life, motion color, or light to help attract attention.)
9. Book manuals, pamphlets, instruction sheets, circular letters, outlines, and bulletins	For standard information and guides; for reference and background.
10. Cartoons, posters, signs	To attract attention and arouse interest.

11. Photographs, textbook or magazine illustrations	Tie discussion to actual situations and people, provide current interest, or show local activities.
12. Examples and stories	To break monotony or tension, fix an idea, get attention, illustrate or emphasize a point, clarify a situation, or break away from a delicate or ticklish subject.
13. Demonstration	To show how to carry out a suggested method or procedure.
14. Field trips	Presents subject in its natural setting, stimulates interest, blends theory with practicality, and provides additional materials for study.

USE OF THE BLACKBOARD

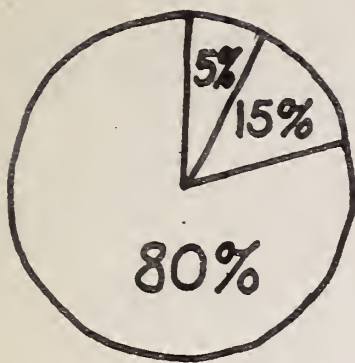
Next to the voice, the most useful instrument available to the person conducting a meeting is the blackboard. The uses to which the board can be put are almost endless. However, before the board can be used to its best advantage some degree of skill must be developed in making diagrams, choosing blackboard headings, and in the fundamentals of getting the work on the board and using it effectively before the group.

The following are a few suggestions along these lines:

Diagrams

You don't have to be an artist to use the blackboard. The main prerequisite is practice. Your circles, triangles, squares, etc., do not need to be perfect. They serve the purpose even though they are not exact. Develop your diagrams while you are talking. Give all groups the facts as you put them on the board. Do not wait until the diagram is completed.

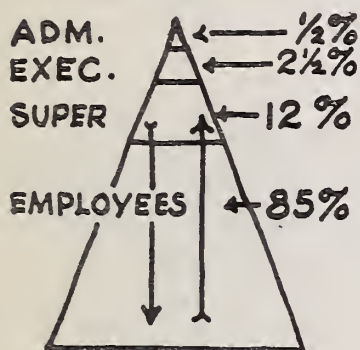
Pie Chart



(Used to show proportion)

Illustration: Someone has said that there are about 5% of all the people who really think and act as leaders, 15% more who like to think they think, and the remaining 80% get mad if you expect them to think.

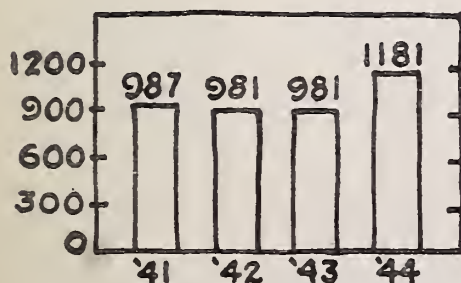
Triangle Chart



(Used to show proportion, relationship and flow)

Illustration: Most large agencies are made up as follows: $\frac{1}{2}$ of 1% Administrative; $2\frac{1}{4}\%$ Executive; 12% Supervisors; and the remaining 85% employees. Ideas and plans for work improvement usually come from the top down. Now we are also trying to get ideas and plans to come up through lower supervisory levels to the top.

Bar Graph



(Used to show trends, comparisons, and amounts)

Illustration: The 1941 yield of Burley tobacco was 987 pounds; 1942 yield 981; 1943 yeild 981; 1944 yield 1183. On the bottom put the years; on the left show the amount of yields, and draw bars. This will give you a quick picture showing that the yield of Burley remained approximately the same for three years and jumped over 20% in 1944.

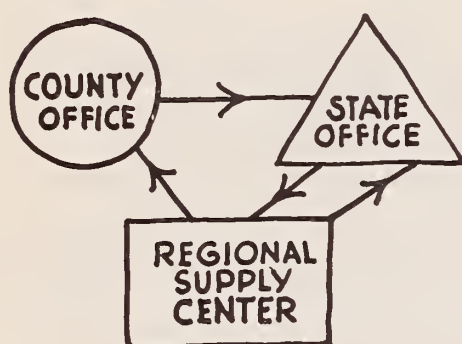
Progress Chart



(Used to show progress or individual steps)

Illustration: (Steps in selling -A salesman must first get the prospect's attention, then his interest; next create a desire for the product, and finally get his order.)

Flow Chart



(Used to show location, relationship and flow)

Illustration: (A regional office is concerned with establishing a system whereby county offices order supplies direct from regional supply centers. The county office sends its order for supplies to the State office, the State office reviews and approves the order, sends it to the regional supply center; the regional supply center sends the goods direct to the county office with a copy of the accomplished order going back to the State office. That in just "pure talk" might seem complicated but placed in a flow chart diagram it is easily understood.)

Blackboard Column Headings

The blackboard may be used in various ways to assist a group in presenting or analyzing a subject.

For example, the "Recent Changes in Pay-roll Regulations" might be explained orally as follows:

"Pay is now computed on a 260-day year instead of a 360-day year; the pay period is bi-weekly instead of semi-monthly; there are 26 pay periods per year instead of 24; etc."

This same information might be presented on the blackboard by use of outline or column headings as follows:

Old Regulations	New Regulations
360-day year semi-monthly pay periods 24 pay periods per year	260-day year bi-weekly pay periods 26 pay periods per year

If we took another subject, for instance, "Deferred Pay Days," the clearest and simplest way of analyzing it might be a blackboard outline as follows:

Advantages	Disadvantages
Reduces pay-roll stating cost Enforced savings	Burdens employee Lowers morale

Other column headings for blackboard work might be:

1. Problem: Low Morale

Situation	Cause	Remedy
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2. Problem: Cost of Auditing Travel Vouchers

Before Decentralization	After Decentralization
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3. Problem: Planning Procedures

What's to be done?	Who's to do it?
or	
What's to be done?	Who?

Handy Hints For Use of the Blackboard

Hints	Notes
Erase material no longer needed	Keep blackboard free from material not being used or material which might detract from the discussion at hand
Avoid talking to blackboard	Facing blackboard when talking makes it difficult for group to hear and limits effectiveness of blackboard work.
Don't stand in front of blackboard work	When you have finished writing, don't stand in front of your work. Stand so that group can see what you have written. Use a pointer when referring back to material or when referring to complicated material.
Draw or write quickly	Slow drawing or writing makes group interest lag. Abbreviate when possible.
Write, print, or draw legibly	Use the one you can do best. A little practice can do much to improve both quality of blackboard work and the speed with which it is done.
Allow time for group to copy	Especially when board work would be helpful in note taking.
Try out blackboard work in advance	Use actual blackboard or a sheet of paper shaped like the blackboard you are going to use to avoid crowded or out-of-proportion drawings.
Plan logical relationship of material	When material has sequence it should be put on blackboard to show some logical relationship.
Arrange group	So that blackboard can be seen easily by everyone. Avoid glare.
Avoid using unnecessary words	Provided the meaning is clear, a phrase is better than a sentence; a word is better than a phrase.



HANDLING GROUP AND INDIVIDUAL SITUATIONS

I. Group Situations

Probably no group would consistently remain in any one of the following classes, but all groups fall into these categories upon occasion:

Group Situation

What to do

Bright, active, responsive	Be well prepared. Give it to them fast, ask tough questions, don't pit yourself against them, pit them against each other.
Resistant, antagonistic, (Lack of understanding, experience, and interest)	Find out the cause and correct it or show sympathy for their situation if possible. If you must, face issue frankly and find one or two who are responsive. Work through their personal solution. Don't break down the stone wall with a bulldozer. Find a loose stone and break the foundation a brick at a time.
Slow, passive	Do more telling than usual. Ask simple but provocative questions. Thoroughly explain the topic. Use effective aids to understanding. Show lots of enthusiasm yourself. Build on what they know. Don't go too fast.

II. Individual Situations

There are two general classes of individuals - those who talk and those who don't. However, within these broad classifications there are the following individual situations which may cause trouble:

Individual Situation	What to do
Talk too much	Cut across his talk with a summarizing statement and direct a question to someone else. If he's difficult, get the group on your side; they'll take care of him. Use the participation chart.
Quick, helpful	This man has the right answers but keeps others out. Cut across him tactfully by throwing a question to someone else. Be sure he understands you appreciate his help. Suggest "Let's get several opinions." Use him to summarize.
Rambler	When he stops for breath, thank him, rephrase one of his statements and pass on. Refer to board and ask which topic he is discussing.
Arguer	If he is naturally perverse or is trying to make trouble, get him placed in your "blind spot" right next to you. Pretend not to hear. Of course, recognize legitimate objection and side with him when possible. Sometimes group will take care of him if he persists. Talk to him privately and ask for his help. As a last resort, ask him to drop out.
Obstinate	This is usually someone who does not see the point. Try to get <u>others</u> to help him see the point. If he is the only one, proceed and tell him to see you after the meeting.

Wrong subject (off-the-beam)	Direct attention to topic on the board. Say, "It is interesting, but would you hold it until later on?"
"Gripes" on management	Tell him the problem is how best to operate under the present system. Try to get another reliable member to answer him. Don't waste too much time on management "gripes."
Has a problem of his own	Tackle his problem if it is pertinent. Get group opinion, then question him on <u>your</u> subject; or acknowledge worth of his problem and ask that it be brought up later.
Race or political question	Frankly state what you can or cannot discuss. Problems do exist, but our work must be done anyway.
Side conversationist	Pause, let others listen to the conversation, or walk down by him and thus draw attention to the conversation, or draw him into your discussion by asking for his opinion.
Poor voice or choice of words	His ideas may be good. Help him. Repeat his idea in your own words. "In other words, you mean...." Protect him from ridicule.
Definitely wrong	If he is contrary to group thought, say, "Well, that's one way of looking at it," and then <u>go on</u> .

Personalities	Where they dispute with each other, cut across with a direct question on the topic. Bring another member into the discussion. Frankly ask that personalities be left out.
Asks leader for opinion	Redirect question to the group. Don't "pass the buck." If answer is not available say so.
Bored	Find his interest. Call on him for his experience.
Just wants to listen	Interested but didn't come to talk. Use direct provocative questions.
Shy, hesitant	Ask direct question which you are sure he can answer. Ask for his agreement. Build him up in the eyes of the group.
Not disposed to help others	The type who would say, "It took me 20 years to find that out - let him find out for himself." Tell him how much the group could benefit from his experience. Draw him out on a few things. Thank him.

OUTLINE FOR HELPING THE GROUP SOLVE A PROBLEM

Statement of the problem: _____

I. List of facts in the case:

(Can the facts be reconciled with each other? Are they logical? Do they come from authoritative sources? Are the sources free from prejudice? Are the facts supported by specific instances? Is the evidence recent? Do you have enough examples for proof?)

II. List of all possible actions that could be taken:

III. Objectives against which each proposed action should be weighed:

1. Will the proposed action give utmost service to farmers and the public?
2. Is the proposed action in line with accepted policy and laws governing operation?
3. Is the proposed action feasible to administer? (time, cost, manpower, organization, training, etc.)
4. _____

IV. Action(s) to be taken: (after testing the possible actions with the objectives.)

NOTICE OF MEETING

Names of persons to attend

(Meeting date)

(Time: from-to)

(City-State-building-room)

(Meeting called by)

Objectives of the meeting:

Order of items to be considered:

By whom:

Time
Allotted:

Bring the following:

Date of this notice

REVIEW CHECK SHEET FOR LEADERS OF MEETINGS

	Check (X) one of these		
	Out-stand- ing	Satis- fac- tory	Needs Improve- ment
1. Did the meeting show careful planning?			
2. Was proper selection made of the persons who attended?			
3. Did leader do all that should have been done in advance of the meeting to prepare the group for the meeting?			
4. Were materials and equipment ready?			
5. Were the seating, ventilation, and lighting properly arranged?			
6. Did the meeting start on time?			
7. Was the group at ease?			
8. Was the problem or objective clearly defined?			
9. Was the group genuinely interested in the subject?			
10. Were facts and ideas clearly presented?			
11. Was the leader skillful in the use of questions?			
12. Did the leader keep the discussion moving progressively on the subject?			
13. Did the leader utilize the thinking of everyone in the group?			
14. Was the discussion clarified and speeded up by the effective use of the blackboard or other visual aids?			
15. Was the leader open-minded?			
16. Did the leader help the group weigh and analyze?			
17. Did he get general agreement from the group?			
18. Was the meeting effectively summarized?			
19. Were logical decisions reached, action planned, or, the objectives otherwise accomplished?			
20. Did the meeting close on time?			

This sheet is for the personal benefit of the leader and may be distributed to each member at the conclusion of the meeting. The purpose of these sheets will best be served if they are unsigned and collected in such manner as to further remove any personal identity.

HOW TO LEAD A MEETING

I. Open the Meeting

Put group at ease
State objectives and explain plan
Arouse interest
START ON TIME

II. Present or Get Facts and Ideas

Make sure facts are clearly presented
Stimulate and direct discussion
Keep discussion moving on subject
Encourage the thinking of everyone in the group
USE THE BLACKBOARD

III. Weigh Facts and Ideas

Help group weigh and analyze ideas
Get group acceptance or agreement
Summarize frequently
AVOID EXPERTING

IV. Sum Up

Summarize agreements or conclusions
Indicate action needed or action to be taken
Make follow-up assignments
CLOSE ON TIME